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ABSTRACT

The four papers compiled here deal with career education at the postsecondary education level. The first paper on career education and liberal arts in higher education discusses the goals of career education and higher education, liberal arts as a preparation for work, and career education as one change alternative currently available to higher education. The next paper identifies a number of paradoxes facing the implementation of career education in higher education and then discusses the issue in terms of the students, administration, staff, and faculty. The third paper on career education at the community college level discusses career education as a strategy for change in the community college, particularly in liberal arts and occupational education. The last paper presents strategies for marketing cooperative and work experience education and then discusses the benefits accruing from the collaboration of cooperative, work experience, and career education at the secondary and postsecondary levels. (EM)

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MONOGRAPHS ON CAREER EDUCATION

CONSIDERATIONS OF CAREER EDUCATION IN POSTSECONDARY EDUCATION

by
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CONSIDERATIONS OF CAREER EDUCATION IN POSTSECONDARY EDUCATION

Preface

In 1976, OE's Office of Career Education published a monograph entitled *Applications of the Concept of Career Education to Higher Education.* That document presented a general overview of the conceptual problem. Since that time, OCE has also published, under contract, a monograph written by Professor Paul A. Olson, University of Nebraska, entitled *The Liberal Arts and Career Education.* Additionally, two other monographs have been written for and published under the auspices of the National Advisory Council on Career Education, each of which concerns itself with the generic topic of career education at the postsecondary level. One of these, written by Dr. Michael B. Goldstein, University of Illinois, is entitled *The Current State of Career Education at the Postsecondary Level.* The second, written by Dr. Robert F. Sexton, University of Kentucky, is entitled *Experiential Education and Community Involvement Practices At the Postsecondary Level: Implications For Career Education.* Each of these documents can be ordered from the Government Printing Office, Washington, D.C. 20402.

During the 1977-78 academic year, I have been asked, on four different occasions, to comment on the general topic of career education and postsecondary education. This monograph represents a collection of the four papers prepared in this area during that period of time. While none is as comprehensive as the monographs referred to above, each can be thought of as one more attempt to add a small contribution to the evolving concept of career education at the postsecondary education level. Two of the papers refer specifically to the four year college/university setting. In both, a strong plea was made for recognizing and utilizing liberal arts education as a basic ingredient in defining career education efforts. Even more obvious will be the emphasis, in both papers, on the critical importance of the teaching faculty in the effective delivery of career education at the college/university level. One paper was prepared thinking of the liberal arts college while the second envisioned the State college/university setting as its target consideration.

The third paper represents the latest in a series of OCE efforts to think about and stimulate discussion of career education at the community college level. The fourth attacks the general problem of cooperative education and work experience education as they relate to the career education effort at both the secondary and postsecondary levels.

It is considered important to publish these four papers in a single monograph at this time primarily because of the fact that P.L. 95-207–THE CAREER EDUCATION IMPLEMENTATION INCENTIVE ACT OF 1977–contains a special section calling for extensive demonstration of career education at the postsecondary level. It is hoped that this set of papers, along with the several monographs referred to above, will be helpful to postsecondary education policymakers and practitioners as they think about and demonstrate the best methods and procedures for delivering effective career education at the postsecondary education levels.

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SOME THOUGHTS ON CAREER EDUCATION AND THE LIBERAL ARTS

Vocationalism and the liberal arts are frequently pictured as having opposing value bases. The career education concept represents an attempt to bring vocationalism and the liberal arts together in a compatible conceptual framework. In so doing, this concept has pictured the liberal arts as having significant positive contributions to make toward attainment of the goal of education as preparation for work. If fully implemented, it is my contention that the career education concept will enhance, not detract from, the importance of the liberal arts in higher education.

To defend this contention demands that career education be conceptualized in such a way that make logical connections among a number of facts which, when combined, appear on the surface to be lacking in logic. The facts to which I refer include such bits of information as the following:

1. A record number of persons will graduate from college in 1978.[1]

2. The most frequently given reason for attending college given by entering freshmen is to ready themselves for employment.

3. There are predicted to be approximately one million more college graduates during the period 1974-85 than jobs requiring college degrees.

There are three sub-topics to be considered here. First, the goals of career education must be clarified. Second, the topic of the liberal arts as preparation for work must be discussed. Finally, a few comments are in order with respect to career education, as one of a number of change alternatives, currently available to higher education.

Goals of Career Education and Higher Education

The Cooperative Institutional Research Program, University of California, recently published results of a survey entitled "The American Freshman: National Norms for Fall 1976."[2] This survey included responses of 215,890 freshmen entering 393 colleges and universities in 1976. Under "reasons noted

[1] *Projections of Educational Statistics - 1985-86.* Washington, D.C. National Center for Educational Statistics, 1977.

[2] Austin, A. W., M. R. King, and G. T. Richardson, *The American Freshman: National Norms for Fall 1976.* Los Angeles: Cooperative Institutional Research Program of the American Council on Education and the University of California at Los Angeles, 1976.

as very important in deciding to go to college," 71.7% of the freshmen in the sample listed "able to get a better job." This was the reason most often checked. Next was "learn more about things" and third was "able to make more money." There can be little doubt but that entering college freshmen place a high value on the goal of education as preparation for work.

Career education is, in part, an effort to make education as preparation for work an important goal of higher education institutions so that student goals and institutional goals are more compatible in nature. For those higher education institutions who value this goal career education asks that this value be translated into specific action commitments. Such actions include: (a) an emphasis by the teaching faculty on ways in which their efforts will help meet this institutional goal; (b) a concentrated campus-wide emphasis on providing opportunities for career development assistance to all students; and (c) an emphasis on involving the business/labor/industry community in institutional efforts to attain this goal. The specific methods and procedures advocated by career education have been documented elsewhere and need not be repeated here.[3]

A second part of the career education effort is to improve the appropriateness of meaning of the goal of education as preparation for work in higher education institutions. Career education asks that this meaning be extended considerably beyond the traditional interpretation of providing students with specific vocational skills required for entry into the occupational society. In addition to this traditional emphasis, the career education concept calls for attention to providing students with the means to: (a) change with changes in the occupational society; (b) move up and advance in the occupational society after having gained entry into it; (c) humanize the work place for themselves over and beyond any humanizing efforts made by the occupational society itself; and (d) make unpaid work, as well as paid employment, a meaningful and productive part of the individual's total lifestyle. In each of these four ways, the career education concept represents an expansion of goals far beyond those traditionally associated with what has been known as "vocationalism."

The Liberal Arts as Preparation for Work

I saw recently a quote attributed to Dr. Allan Ostar, Executive Director of the American Association of State Colleges and Universities in which he said:

> Corporate presidents go around making lovely speeches written by Ivy Leaguers about the value of a liberal arts education, but somehow don't communicate these views to their personnel departments doing the hiring."[4]

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[3] Hoyt, K. *Application of the Concept of Career Education to Higher Education: An Idealistic Model.* Washington, D.C.: U.S. Government Printing Office, 1976.

[4] "A Surplus of Grads" *Washington Post,* August 21, 1977.

Some conjecture appears to be in order relative to the possible dynamics involved in providing an explanation for this situation.

First, the question may be asked, "What are the specific vocational skills imparted by the liberal arts?" A different, but equally intriguing question is, "What would lead an employer to hire a liberal arts graduate over a non-liberal arts graduate in these times?" Both questions become appropriate to ask when one considers recent BLS estimates that, during the period 1974-1985, a total of 13.1 million college graduates will be competing for 12.1 million jobs requiring a college education.[5] Like most futuristic estimates, some error is undoubtedly involved. In spite of this, I am convinced that there is good reason to believe that these estimates possess a considerable degree of validity.

To consider these questions in the narrowest sense, one could simply point to the fact that the liberal arts are designed to transmit to students knowledge regarding the basic nature and values of the culture—and that, obviously, the nature of work and work values are a part of the contents of the liberal arts. In terms of process, as opposed to content, goals, the liberal arts are designed to provide students with skills to think—to think logically, to think philosophically, to think scientifically, to think creatively, to think analytically, and to think retrospectively. Such skills are undeniably "vocational skills" in that they are the ones most needed and utilized in making basic policy decisions both in the occupational society and in the larger society. The corporate presidents Ostar refers to are persons for whom such vocational skills are of paramount importance in performance of their daily tasks. It is little wonder that they value them.

Second, it seems important to recognize that the vocational skills imparted through the liberal arts are valued much more highly at top levels of the occupational society than at what has come to represent entry-level employment opportunities for recent college graduates. At the entry level, employers seem to value specific vocational/technical/professional competencies related to occupational productivity defined in the narrow terms of a particular job or position. Faced with a surplus of college graduates, it is not surprising that personnel managers tend to hire those who can contribute most directly—and in the shortest possible time—to organizational productivity.

Third, to carry this point one further step, there appear today to be many jobs requiring a college degree where the specific vocational skills of the liberal arts graduate may well be considered more of a liability than an asset. That is, the ability to think—in more than a mechanistic sense—is actually discouraged

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[5]Baxter, Neale, "Payoffs and Payments: The Economics of College Education." *Occupational Outlook Quarterly*, 1977, *21*, No. 2, 28-33.

in many jobs new college graduates find today. The ability to think, as a specific vocational skill, appears to be more highly valued and utilized as one moves up the occupational ladder. Perhaps this is what has caused some to claim that the liberal arts college prepares its graduates for their second, third, or fourth jobs, not for those they first find after graduation. While this logic appears sound, it is equally logical to point out that the person who has not found a "first" job cannot, by definition, find a "second" one. It seems to me inevitable that today's liberal arts graduates must, somewhere in their college experience, accumulate some specific vocational skills valuable for gaining entry into today's occupational society. Such skills can be considered over and beyond skills imparted by the liberal arts designed to enable them to advance and move up in that society.

Fourth, there are three eminently practical benefits to be gained by those who acquire the vocational skills imparted through a liberal arts education. They include: (1) liberal arts skills will be valuable assets in gaining advancement in the occupational society; (2) liberal arts skills will be useful, even in the most menial of jobs, in efforts of the individual to humanize the workplace for herself or himself–i.e., to develop a sense of meaningfulness and purposefulness in the work activities that extend beyond the simple routine tasks to be performed; and (3) liberal arts skills will be of great use to the individual in developing and implementing a total lifestyle that includes ways of making productive and satisfying use of leisure time. The liberal arts are at least as "practical" today as they have ever been in the past. An appropriate interpretation of meaning of the goal of education as preparation for work in these times must recognize and embrace the values of a liberal arts education.

The Challenge for Change: Implications for Liberal Arts Education

Faced with the three conditions outlined at the beginning of this presentation, it seems apparent that some change is called for on the part of higher education. That is, it seems indefensible to continue recruiting college freshmen knowing their primary motivation for college attendance is preparation for work and knowing further that many of them will find themselves either unemployed or underemployed upon graduation from college. To continue college recruiting efforts while ignoring these conditions is unfair to both the students being recruited and to the larger society. Yet, on many college campuses, this, in effect, appears to be what is happening. The time for change has come. Here, four possible basic approaches–including career education–will be considered.

One direction that could be legitimately taken would be that of placing major emphasis on goals of higher education that extend beyond simply that of education as preparation for work. In effect, this would necessitate a campaign

aimed at convincing the approximately 70% of today's entering college freshmen that they are wrong in placing their top priority on the goal of education as preparation for work. By ignoring this goal, the college could concentrate on other goals of higher education that have important lifestyle implications. Such an approach would lend both legitimacy and credence to current actions aimed at increasing campaigns aimed at attracting more students to the campus. A few colleges appear to be currently moving in this direction. This strategy, however, does not appear at this time to represent any kind of national trend.

A second basic direction in which American higher education could move, in attempting to recognize and act on predictions of surplus college graduates for the number of job openings, would be to reduce the number in ways that correspond more nearly to demands of the occupational society. This could be accomplished, of course, by such means as: (a) raising admission standards; (b) raising course standards; and/or (c) emphasizing to prospective college students that, if they seek specific vocational skills for use in entering today's labor markets, there are many alternative forms of postsecondary education that they should consider—i.e., by actively discouraging persons who express interest in college attendance. Again, while a few institutions appear to be moving in this basic direction, there is certainly no evidence that it is a national trend.

Were this approach to be adopted, it could be defended, in a democratic society such as ours, only on the basis of a concern for improving the *quality* of American higher education—not on a pure "matching persons and jobs" basis. There seems little doubt that, whether or not these means are the ones utilized, an active and concerted effort aimed at improving the quality of American higher education—and particularly the quality of liberal arts education—is sorely needed. In the case of the liberal arts specifically, I, for one, do not believe that liberal arts education can be effectively carried out through mass instruction calling for large class size. To teach so-called "liberal arts courses" by means of large classes and utilizing junior staff members can, in no way, be pictured legitimately as providing a "liberal arts education." To teach students to *think*, in my view, calls at a minimum for small classes, for instructors who themselves have ample time and the ability to think, and for the concentrated use of both oral and written communication as vehicles for helping students learn to think. Liberal arts education cannot be mass education. It has been both false and dangerous to assume that liberal arts instruction is less expensive than technical or professional education. It may well be, if done right, more expensive. The need for a return to true quality liberal arts education is, in my opinion, both strong and convincing.

A third possible basic approach to change in American higher education would be to reverse the traditional ordering of emphasis on liberal arts

education as opposed to professional/technical education. I am not thinking here of simply placing the so-called "professional specialization" portion of the undergraduate degree at the Freshman/sophomore levels and the "liberal arts education" portion at the junior/senior level. Rather, I am thinking of a change that would lead to professional specialization courses occupying most of the undergraduate curriculum with an increasing emphasis on liberal arts education at the graduate—or at least postbaccalaureate—level.

The rationale behind such a change is obvious. Several years ago, employers were, in effect, saying to colleges and universities: "Give us graduates with a broad liberal arts education who can think clearly and constructively. We will provide them with the specific vocational skills they need in an on-the-job manner." Today, employers responsible for the actual hiring of recent college graduates seem to be saying: "Give us persons with specific vocational skills as well as liberal arts skills. If you do, we will find workers who are both immediately productive and, in addition, capable of moving up in our organization." It seems obvious that, to whatever extent being "capable of moving up in our organization" becomes a bonus long run side-effect rather than an operationally important hiring criterion, the importance of the liberal arts as preparation for work will be underemphasized.

The potential dangers of this third approach are obvious. If carried to an extreme, it would mean an increased emphasis on those institutions concentrating major attention on supplying students with specific entry-level vocational skills and a corresponding de-emphasis on liberal arts institutions of higher education. If this were to happen, those liberal arts colleges that survived might well find themselves concentrating primary attention on providing employed workers who are candidates for middle and upper management positions with liberal arts education. At its ultimate extreme, this direction could lead to employers saying to colleges: "Give us the person with specific vocational skills required for job entry and we will give them a liberal arts education through on-the-job training"—an exact reversal of earlier times! While obviously not likely to happen, it seems important that it *could*. That is, the possibility that liberal arts education could take place in a setting other than a liberal arts college or a university with a strong liberal arts emphasis is not one that can be ignored.

If there is any discernable trend toward change in American higher education at this time, it would seem to be closer to this third direction than to either of the first two discussed here. If, indeed, it is a trend, then, in my opinion, it is one that should be discouraged, not encouraged.

Implementing the career education concept, to me, represents a fourth possible direction for change in American higher education. Basically, it

invoives recognizing and acting on the high value most college students today place on the goal of education as preparation for work. Rather than ignoring this goal or trying to convince students it is an unwise one to hold, career education seeks institutional change that will provide suitable and appropriate assistance to students in attaining that goal. It does so through the simultaneous and coordinated use of a number of more specific changes including:

1. A change toward recognizing and providing opportunities for some combination of both liberal arts education and specific vocational skill training for all students. While the specific vocational skill training may, in part, be provided by course instruction, career education seeks to promote its acquisition through experiential education approaches including various forms of work experience, internships, practica, and observations in the occupational society itself. It recognizes that such experiences do *not* necessarily have to compete with regular on-campus courses; i.e., they can be acquired in after school hours, during summer periods, and can take place in off-campus settings with some of the instruction being provided by persons who are not members of the regular teaching faculty. Some of this experience may be given academic credit but other parts may not. Similarly, some might represent paid activities while other parts may be unpaid.

2. A change toward encouraging a conscious recognition and emphasis on the part of the liberal arts teaching faculty of the contributions of liberal arts education to attaining the goal of education as preparation for work. This includes providing faculty opportunity to see and experience ways in which the liberal arts are valued by and valuable in the occupational society. Hopefully, this change will motivate both the liberal arts faculty member and the liberal arts student to better recognize the importance of the process, as well as the content, goals of liberal arts education.

3. A change toward a campus-wide emphasis involving the teaching faculty as well as student personnel workers on providing career development opportunities for all students. Like the experiential education emphasis, this may or may not involve time during the regular school day and/or formal courses taught for college credit. Its results should include helping each student acquire both a clearer set of career goals and a personally meaningful set of work values.

4. A change aimed at encouraging quality education through a competency oriented, performance based approach to evaluation of instruction. Such an approach is consistent with providing student records of accomplishment that should be attractive to those seeking to employ college

graduates. More importantly, it is consistent with career education's pervasive attempts to help students value work through giving them recognition and credit when they have worked.

5. A change aimed at a campus-wide emphasis on the broad, generic goals of higher education that extend beyond the goal of education as preparation for work. Unless this change takes place, a career education effort will inevitably be faced with the proverbial "pendulum problem" and can be predicted to have only a limited life. The current educational trend emphasizing process and content goals of instruction in the name of educational accountability requires supplementation in the form of a simultaneous emphasis on the broad, generic goals of higher education if a long-run sense of commitment and purpose is to be seen in the teaching/learning process. A number of such broad, generic goals has traditionally existed in higher education with education as preparation for work being only one of these. American higher education owes it to its students to provide a conscious emphasis on all of its generic goals so that students can be helped to understand and to take advantage of the multiple benefits of higher education.

6. A change toward expanding the ways higher education serves older adults as well as recent high school graduates. The three major emphases included in the career education strategy here are: (a) an emphasis on providing occupational upgrading in specific vocational skills for persons having graduated from college some years ago; (b) an emphasis on providing liberal arts education for persons in the occupational society needing such skills for entry into mid-management and upper-management positions in the occupational society; and (c) an emphasis on providing liberal arts education for persons in the occupational society seeking ways of finding and engaging in a more personally satisfying total lifestyle. The career education concept strongly maintains that the days when American higher education existed primarily for purposes of serving youth are past.

Any one of these changes could, of course, be instigated on any given campus in the form of a specific programmatic effort. Career education seeks to remain as a concept that will serve as a catalytic "glue" for encouraging the coordinated insertion of all of these changes in the name of providing a more proper and appropriate emphasis on the goal of education as preparation for work. It is a direction for change that has been purposefully devised in hope that it will serve as a logical and reasonable way of resolving the apparently conflicting conditions outlined at the beginning of this presentation.

It seems imperative, in the light of current conditions and projected future events, that American higher education must somehow address the problem of

how it can best meet the goal of education as preparation for work. Liberal arts education, as part of higher education, will not benefit by ignoring this challenge nor by pretending that it has no bonafide role to play in its solution.

Of the several alternatives available to higher education for meeting challenges for change resulting from this problem, the career education concept has been pictured here as one that calls for the active and positive involvement of liberal arts education. It is hoped that those persons directly involved in liberal arts education will move toward implementing the career education concept in their change efforts.

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5. "A Surplus of Grads" *Washington Post,* August 21, 1977.

PARADOXES AND POTENTIAL FOR CAREER EDUCATION IN HIGHER EDUCATION

The immediate need for and potential of effectively delivering career education in higher education is greater than at any other level of American education. Yet, the acceptance and implementation of the career education concept has been slowest at the higher education level. It is the purpose of this paper to present one view of why this has occurred and to suggest a series of action steps for consideration by the higher education community.

Many of the thoughts included in this paper were obtained from participants in three OCE "mini-conferences" conducted during the 1976-77 academic year. Two of these involved persons engaged in career education efforts at publically supported State colleges and universities. The third involved a number of professional associations in higher education including the American Association of State Colleges and Universities. Notes from the entire series of 10 "mini-conferences" have been published by and are available, in limited quantity, from OE's Office of Career Education under the title CAREER EDUCATION MINI-CONFERENCES FOR POSTSECONDARY PRACTITIONERS. While some of what I learned from the participants will be related here, I do not, of course, want them to be held responsible for these remarks.

In order to set the stage for these remarks, I would like to begin by noting a number of paradoxes that seem to be contributing to the problem. Following this, I would like to discuss the problem in terms of what I see as its four major elements; namely (a) students; (b) administration; (c) staff; and (d) faculty. Necessarily, a discussion involving this many sub-parts means that each can be mentioned here only in brief outline form.

Paradoxes Facing Implementation of Career Education in Higher Education

Several things strike me as odd when I consider the problems involved in implementing a career education effort in higher education. While I have labeled them here as "paradoxes," you may feel more comfortable thinking about them as "hunches," "hypotheses," or simply as "random thoughts." My "random thoughts" on this subject include the following:

1. It strikes me as unfortunate that one of the apparent inevitable results of emphasizing the importance of protecting the individual faculty member's right to change rapidly is an increase in the difficulty of obtaining institutional change. It seems paradoxical that, the more we seek to protect the right of the individual faculty member to change, the less likely we are to be able to move toward overall institutional change.

2. It strikes me as paradoxical that, as the evidence mounts demonstrating the intense interest of college students in readying themselves for work, there has been no corresponding rise in interest and/or action on the part of colleges and universities.

3. It seems paradoxical that, on many college campuses today, there exist closer working relationships between staff persons and members of the broader community than between staff persons and members of the teaching faculty.

4. It seems paradoxical that one of the most appropriate ways for higher education to respond to pressures for a greater emphasis on the goal of education as preparation for work is to respond by emphasizing the multiple goals of higher education. It will certainly be a paradox if one of the major contributions career education makes to higher education is to bring about a re-awakening and an added emphasis on goals of higher education other than that of education as preparation for work.

5. It strikes me as paradoxical that, as higher education institutions worry more and more about obtaining alumni support, they seem still to be reluctant to utilize alumni as resource persons in career education efforts.

6. It seems paradoxical to me that, while the current rapid increase in continuing education efforts of higher education is increasingly directed toward a career emphasis, there appears to be no corresponding increase in a career emphasis for the undergraduate programs.

7. It seems paradoxical to observe the sizeable resistance to career education coming from members of the liberal arts faculty when, in actuality, a career education emphasis could easily become one of their strongest rationales for existence.

8. It strikes me as paradoxical to observe that, as the need for collaboration in career education becomes increasingly obvious, the response of many institutions of higher education seems to move in the opposite direction by creating still more competing programs.

9. It seems paradoxical to observe that, while persons from the broader business/labor/industry community are becoming increasingly involved in many college program operations, there has been no systematic effort to use their involvement as a stimulus for institutional change.

10. It seems paradoxical that philosophical statements of goals and objectives appearing in college catalogues seem to be read more frequently by parents and the general public than by members of the teaching faculty.

While these apparent "paradoxes" may seem to you to be either nonexistent or easily explainable, I have a hunch that they are very real in the minds of many influential members of the general public. Rather than enumerate more here, it seems more fruitful to turn now to a discussion of various elements within higher education that must be considered in making decisions relative to the need for and applicability of the career education concept to higher education.

The Student Body

It seems to me easy to defend a contention that today's college students desire, need, are ready for, and have many natural environmental opportunities to benefit from career education if such an emphasis were placed in higher education.

The *desire* of today's college students for greater assistance in readying themselves for work is evident in a wide variety of documents known to this audience and requires no documentation here. The existence of that desire was emphasized by almost every participant in the "mini-conferences" referred to earlier. Whether this desire is a function of an increasing sense of seriousness of purpose among today's college youth, a function of their realization of current troubles facing college graduates in the occupational society, or some combination of such factors could be debated. The presence of the desire is, in my opinion, real and not subject to needed debate.

The *need* of college students for greater career assistance is equally obvious. It can be seen in statistics regarding both employment and under-employment problems facing today's college graduates. The November 1977, issue of MONEY magazine reported BLS statistics indicating that, of the 10 million college graduates expected during the next decade, approximately 2.5 million—one out of every four—faces the prospect of underemployment. Problems of moving up in today's occupational society are becoming as great for college graduates as problems of gaining entry into that society. Like the desire of college students for career assistance, the need of assistance is so obvious as to almost be beyond debate.

Similarly, the *readiness* of college students for assistance in career planning and decision making is clear and apparent. Such students possess several natural advantages over students in the K-12 school system including: (a) they are, by

and large, further advanced in career maturity and readiness for career decision making; (b) they are almost all old enough so as not to be hampered by child labor laws in seeking work experience in the broader community; (c) they are relatively more free than high school students in terms of flexibility in their class schedules so can arrange different hours for work experience; and (d) they are more acceptable to employers as part-time employees and as persons seeking career exploratory experiences than are younger students from the K-12 school system. These, and other factors, make problems of arranging career education experiences for college students a manageable task.

In short, it seems safe to conclude that the probable receptivity of college students to a career education emphasis appears high. It would be extremely difficult to defend a contention that today's college students do not desire, need, or are not ready for such an emphasis. Those who care about the college student must surely today have some interest in applying the career education concept to higher education.

Administrators in Higher Education

The need for "support from the top" seems to be a necessary, though not a sufficient, condition for implementing change in any organization. While this concept may be somewhat more questionable in the case of higher education institutions than for many other kinds of organizations, it is certainly not inoperative. Yet, among experts from higher education who have consulted with OE's Office of Career Education, one of the most frequent observations has been that this kind of top-level administrative support for career education is apparently lacking on many college and university campuses.

Several suggestions for overcoming this difficulty have been offered including the following. First, university administrators today are frequently asked to expand the scope of persons served by higher education to include adults as well as youth. A career education emphasis in higher education is one possible approach for doing so—especially with respect to problems of mid-career change and re-entry into the labor force being sought by many women in today's society.

A second suggestion often made is to utilize the interest of influential "thought leaders" in the State to motivate top-level college and university administrators to give serious consideration to career education—including persons from both the State legislature and from the business/labor/industry community.

Third, several persons have suggested that an announced career education emphasis may, in these times, be an effective means of recruiting recent high

school graduates to the campus. Given the demonstrated current high interest in career education concerns voiced by today's youth, this suggestion appears to be a reasonable one. There is some evidence, in selected institutions, that it has proven to be effective.

Fourth, some OCE consultants have hypothesized that, if a bonafide career education emphasis existed on the campus, the college dropout/stop-out rate may well be reduced. This, too, may prove helpful to the institution from both a financial and from a public relations standpoint.

Fifth, to install a career education effort on a college or university campus demands, among other things, the coordination, if not the consolidation, of several kinds of existing student services. Such an action could well prove to be a cost effective action on the campus.

Finally, several have suggested to OCE that some top-level college and university administrators may be favorably inclined toward career education's emphasis on involvement of alumni in career education efforts, both in terms of public relations benefits and because of the potential for increasing alumni contributions to and interest in their alma mater.

If such suggestions are followed, OCE consultants tended to agree they may encourage top-level college and university administrators to: (a) voice their philosophical support for career education; (b) re-allocate some currently existing funds to the career education effort; (c) move toward reorganizing student services in ways that improve the effectiveness of career education; and (d) encourage mid-level administrators (i.e., deans and department heads) to lend their support to career education. Such actions are not yet commonplace.

Non-Academic Staff Members in Higher Education

Most colleges and universities currently have a number of non-teaching elements in existence that could easily be restructured in ways that improve the effectiveness of career education. The two major generic kinds of problems existing are: (a) encouraging such units to work collaboratively rather than independent of or in competition with each other; and (b) encouraging greater interaction between such elements and members of the teaching faculty.

One example is seen in the recruiting-admissions-counseling-financial aids-placement operations within higher education. If viewed from a career development standpoint, there is good reason for putting these student services (if not more) under one administrative structure. Of all such units, the one that needs and deserves the greatest increase in emphasis at the present time, in my opinion, is the college placement office. This is true both because of the

"bottom line" implications of the tasks assigned the placement office and because of the rich reservoir of community resource persons that could be generated from existing contacts in the professional placement offices. If a career education reorganization were to take place, it would surely recognize the placement function as a developmental process that begins with the admissions office and continues through the student's academic life at the institution. Professional placement personnel have routine contacts with employers from the business/industry/government/professional community in both on-campus and in off-campus settings. Such contacts could surely be utilized far more extensively and effectively than they typically are at present for such purposes as participating in the career counseling process and in serving as resource persons to members of the teaching faculty. Both the status and the importance of the college placement office on most campuses need, in my opinion, to be greatly strengthened.

The alumni office on any campus certainly holds high potential for interesting and involving alumni in an institutional career education effort. Responses from alumni will provide valuable data to both students and faculty who ask what one can do with a major in a particular field. Alumni who are now active members of the occupational society can be extremely valuable career education resource persons on the campus—and it is not difficult to interest them in doing so. Finally, alumni can and should be used much more than they currently are on many campuses as aids in placing current students in part-time jobs and graduates in full-time employment.

The domain of experiential education—including cooperative education, work experience, and experiential learning programs—should become an integral part of a career education effort in higher education. The major problem is one of shifting the perspective of all involved from one of viewing such efforts as small programs serving relatively small numbers of students to one of viewing them as a form of educational methodology that could, and should, be applicable to most curricula of the institution and made available to most, if not all, students. Using various forms of student work experience programs for career exploration is fully as important as using them for purposes of making money available to students. Using experiential learning as a supplement to cognitive learning is fully as important as using it as a substitute for cognitive learning. Like the placement function, the general domain of experiential learning with all of its subparts is an area that needs and deserves far greater emphasis on the college and university campus than it currently typically enjoys. Similarly, contacts between persons responsible for such programs and members of the teaching faculty need to be greatly increased. Where a comprehensive career education effort exists, this will occur.

The Academic Faculty and Career Education

Finally, any discussion of career education in higher education must include a discussion of the critical role of the teaching faculty in career education. No matter how much student services are strengthened or changed, until and unless the teaching faculty becomes involved, it seems to me difficult to defend a contention that career education is really "in place" in a given institution of higher education.

The sources of resistance to career education, or almost any other form of educational innovation, can be summarized easily as follows:

1. Most faculty members do not understand the concept and are not easily motivated to learn about it through traditional faculty meetings. The term "faculty development" is regarded, by the typical faculty member, as an individual matter of personal choice, not something carried out in group settings in meetings called by college administrators.

2. To many members of the academic faculty, the goal of education is simply education—i.e., the purposes that motivate the student to learn the subject matter and the uses made by the student of the subject matter are not matters of primary concern to the faculty member.

3. The high degree of autonomy afforded individual faculty members, so necessary to protection of academic freedom, acts as a most effective deterrent to widespread institutional change. Only two basic avenues exist for use in motivating the individual faculty member to change: (a) to convince him or her that, unless change occurs, the faculty member's status and/or position may be threatened; or (b) convince him or her that there is something positive to be gained from changing. Of these two basic avenues, the second is far preferable to the first.

4. Faculty members tend to feel a higher loyalty to their particular academic discipline than to the employing institution. Thus, their tendencies to change are governed relatively more on the basis of what is the perceived direction of and benefits for the discipline than any perceived concern for the goals and welfare of the institution.

Faced with such problems, participants in the OCE "mini-conferences" whom I referred to earlier made several positive action suggestions aimed at solving them, including:

1. Recognizing that the survival of Assistant Professors is heavily dependent on production of scholarly work within their specialty and, recognizing

further that many who have attained the status of full Professor may be disinclined toward change, concentrate on trying to influence Associate Professors to study and learn about career education through a series of subsidized seminars where the participating faculty members will be paid for learning. It was suggested that foundation funds may be available for such purposes.

2. Organize "faculty development" programs around sabbaticals in the broader occupational society for individual faculty members. Such experiences, subsidized by the business/industry community, could help faculty members learn how graduates use what they teach and motivate faculty members to place a greater emphasis on education for preparation for work.

3. With the help of the alumni association and the college placement office, encourage individual faculty members to follow up their majors in order to discover the occupations they actually follow. Such data may encourage many faculty members to use resource persons from the business/industry community in their classes to discuss career implications of current majors with students.

4. Demonstrate, using interested faculty, how a "careers" emphasis on the part of a given discipline or department within the institution may encourage more students to enroll as majors. The "students voting with their feet" approach may encourage other professors and departments to adopt a similar approach.

5. Encourage faculty members to work collaboratively with those staff persons in experiential education to combine a "learning to do" with a "doing to learn" approach to mastery of the subject matter. If such a procedure involves occasional visitation on the part of the faculty member to an actual work site for purposes of verifying or assessing academic competence, this may encourage a greater "career education" emphasis in the teaching/learning process.

6. Encourage faculty members to discover the ways in which students may use undergraduate majors in the occupational society. One of the obstacles to be overcome is the assumption held by many faculty members who teach undergraduate students that the prime use to be made of the undergraduate degree is to gain admittance to graduate school. The statistics on the oversupply of persons holding advanced graduate degrees are impressive and readily available for use in encouraging individual faculty members to consider this option.

7. Make a special effort to encourage liberal arts faculty members to learn about and appreciate the vital contributions liberal arts education makes to education as preparation for work. The need for true liberal arts education at upper management levels in the occupational society is easy to document. So, too, are the contributions of true liberal arts education to helping the individual humanize the workplace for himself or herself. Similarly, the contributions of liberal arts education to helping the individual find a humanistic meaning of work in productive use of leisure time are matters easily explained and readily accepted by liberal arts faculty members. If, simultaneously, the institution voices a commitment to providing students with a true liberal arts education—i.e., with more than a simple collection of liberal arts *courses*—members of the liberal arts faculty may be more favorably inclined toward embracing the career education concept.

It will not be easy, nor will it be quick, to convince members of the teaching faculty to embrace the career education concept or to participate in implementing a career education effort in higher education. Still, the institution that fails to make this a matter of high priority stands little chance of ever meeting the career education needs of its students.

This paper has obviously been oriented much more toward pragmatic goals than toward philosophical considerations. This emphasis has been purposeful and reflects my feeling that practical suggestions are more needed today than philosophical arguments. As a result, these remarks will undoubtedly appear to many to represent oversimplified generalizations rather than thoughtful deliberations. I would hope that some might discern that the generalizations made here are, in fact, based on some careful thinking. I hope they may be helpful to those higher education institutions now considering the career education concept.

You will note that, nowhere in this discussion, have I mentioned the possibility of Federal financial aid to institutions of higher education for use in initiating career education efforts. This has been purposeful on my part because, at this point in time, there is no absolute assurance that such Federal assistance will be forthcoming. I hope that your interest in and concerns regarding career education are not necessarily dependent on the presence or absence of such aid.

CAREER EDUCATION: CHALLENGES FOR CHANGE IN COMMUNITY COLLEGES

A constant and continuing call for change is essential to the healthy growth and development of any segment of society. Those societal segments who refuse to respond to such calls tend to stagnate and die out in the ecosystem of the larger society. The basis for change, if it is to be both viable and valid, must lie in recognized need to make that societal segment more appropriate, more important, and more meaningful both to those directly involved in it and to the larger society of which it is a part.

Only two basic avenues to change exist. The first is to either increase or decrease available resources. The second is to change the ways in which currently available resources are allocated. In terms of educational change, it seems advisable to these times, for a variety of reasons, to seriously consider the second of these two basic avenues for change. The career education concept has evolved on that assumption.

It is my feeling that the career education concept holds high potential for pointing to desirable avenues for change in community colleges at the present time. In saying this, I hasten to add that it is relatively unimportant whether or not the term "career education" is used. It is maximally important that a unifying basis for change be derived that can apply across the entire community college—and the community in which it is located.

There are advantages to be gained from overstating and oversimplifying conditions calling for change. The two prime advantages are: (a) it allows some basic assumptions to surface which would probably otherwise go unsaid; and (b) it allows those being asked to change to offer immediate rebuttal illustrating that they are not guilty of all charges made against them. Because of these advantages, it is this approach I want to take here. I do so only because I know these words will have no posterity beyond the moment. If they have utility at all, it will be simply to stimulate discussion during this very important conference.

The Need to Change: An Historical Oversimplification of the Community College

The community college came on the scene in American education under a basic assumption that it was a more economical and more convenient way of providing recent high school graduates with the first two years of a liberal arts

college education. That's why, as I see it, they were called "junior colleges." There were hidden assumptions, at that time, that said, in effect, "We admit those students who take their first two years of college with us may not have as high quality instruction as they could find in a four-year college or university, but that doesn't matter much because the first two years of college aren't very important anyway." (So far as I know, no one ever said that, of course, but that doesn't mean it didn't happen.) This feeling was further reinforced when one studies the teaching faculty and observes that many were drawn from the ranks of outstanding secondary school teachers—not from the traditional ranks of the Ph. D. specialist who aimed to teach liberal arts education at the four-year college or university level.

When occupational education started to become an important part of the curriculum in the junior college setting, it was seen, operationally, as a means of: (a) attracting more students to campus and (b) serving a larger segment of the community. So far as I can tell, it was not typically seen as a part of the total institutional effort designed to be integrated with existing offerings. Rather, it was typically seen as an alternative form of postsecondary education for those students who, unlike their counterparts in the liberal arts program, were not planning to continue toward the baccalaureate degree.

The next big expansion for this new form of postsecondary education came about as a series of attempts to meet needs of the broader adult community in addition to needs of recent high school graduates. This included general education needs, occupational education needs, and recreational education. This brought yet a third sub-population of students to the community college campus—and was basically responsible for one physical change—i.e., opening up the community college at night as well as during the day.

It was because the nature and needs of the student body expanded beyond simply those of recent high school graduates seeking a means of finishing the first two years of the baccalaureate requirements that the term "community college" came into being as a substitute for the term "junior college." The basic problem, it seems to me, is that this name change occurred without a simultaneous effort to discover and build upon a unifying theme that would tie those three segments of the student body—and their faculties—together in a set of common institutional goals. Without such a unifying goal, competition for funds, facilities, status, and security was an inevitable outcome. Instead of recognizing the importance each has for attaining the unique goals of the other segments, false philosophical arguments were formulated dedicated to claiming—if not demonstrating—that one of these three segments was, in fact the, most important. It was, and continues to be, a "no-win" situation. A unifying conceptual theme dedicated to bringing a common sense of purposefulness and meaningfulness to all who teach and all who learn on the community college

campus is desperately needed. Career education, it seems to me, is one among several concepts that could be considered as a possible solution.

In order to see how career education—as a strategy for educational change aimed at bringing a more proper and a more appropriate emphasis to the goal of education as preparation for work—could serve such a unifying conceptual purpose, I would like to comment briefly on challenges for change that seem apparent in terms of these three segments of the community college. I do this in terms of institutional segments, rather than segments of the student body, for reasons I hope will shortly become apparent.

The Liberal Arts Education and Community Colleges

Liberal arts education exists basically in order to help persons understand and appreciate the culture so that they be better prepared to act both as consumers of the culture and as contributors to cultural change and development. Of the multiple kinds of societal values addressed by liberal arts education, work values certainly deserve to be considered.

In an educational institution seeking to place a proper and appropriate emphasis on the goal of education as preparation for work, liberal arts education has, it seems to me, three vitally important contributions to make over and beyond its substantive content. The first relates to process goals of liberal arts education which, historically, have been oriented around helping students to think and to value. In terms of thinking skills, liberal arts education seeks to help students learn how to think logically, analytically, philosophically, scientifically, and retrospectively. In terms of valuing skills, liberal arts education seeks to help students examine implications of particular alternatives available to them in light of the past, present, and probable future of the larger society. Both of these kinds of skills are, in a very real sense, "vocational skills" in that they are the basic skills used in the daily work of upper management in the occupational society. While no longer seen as the single best means of gaining initial entry into that society, they remain the single best educational preparation for moving up and succeeding in middle and upper management positions.

The second vital contribution of liberal arts education to education as preparation for work lies in its potential for helping persons find meaning and satisfaction in unpaid work carried out as productive use of leisure time. With the dehumanizing conditions found today in many parts of the occupational society, it is becoming increasingly important that persons be provided the means of meeting their human needs for work—note: not just for jobs—in activities carried out in settings other than the job itself. The third vital contribution of liberal arts education lies in its great potential for helping the

individual gain a perspective of self and society that will enable him/her to humanize the workplace for himself or herself independent of actual conditions found there.

There are two basic points I want to make here—both, because of time, very incompletely. The first is that liberal arts education, in these times, is badly needed and extremely valuable both for students in occupational education and for adult students as well as for the traditional young "junior college" student on the community college campus. It seems to me the liberal arts education faculty should make an earnest and conscientious effort to meet needs of these persons.

The second basic point I want to make it that, in today's labor market, it seems to me an unusual opportunity exists to provide quality liberal arts education on the community college campus. No longer is it difficult for community colleges to find qualified applicants for the teaching faculty who possess advanced degrees and experience in such academic disciplines as philosophy, literature, sociology, psychology, mathematics, the physical sciences, art, and music. There is currently an oversupply of Ph. D.'s in fields such as this and that oversupply is predicted to continue. If the current availability of such qualified staff can be combined with the traditional small class size of the community college and expanded into reduced teaching loads for liberal arts education faculty members (so that they, as well as their students, have time to think) it is entirely possible that the quality of true liberal arts education on the community college campus could be raised to a point where it exceeds the quality of liberal arts courses taught on a mass instruction basis in many large university settings today.

Occupational Education and Community Colleges

Occupational education, as a major entity on the community college campus, came into existence primarily for purposes of equipping students with specific entry-level vocational skills that will enable them to gain employment. As with liberal arts education, career education seeks to continue an emphasis on the basic reason for being. At the same time, as a unifying theme, career education asks occupational education on the community college campus to change in three basic and significant ways.

First, it seeks to make the physical facilities of occupational education readily available to both liberal arts education students and to adult students whose basic purposes are not oriented around acquiring entry-level occupational skills. Such persons need and could profit greatly from an exposure to occupational education that would aid them in: (a) the career exploration process—including career decisionmaking; and (b) finding ways of making

productive use of leisure time. I see no defensible reason why these should continue to be priorities that are either ignored by occupational education or given a very low priority. The facilities and staff know-how found in the occupational segment of the community college must be made available for use in broader purposes than simply providing some of the community college's student body with entry-level vocational skills.

Second, it seems to me there is an immediate and growing challenge for occupational education to meet the needs for occupational upgrading in vocational skills found among many members of today's labor force. The rapidity of occupational change—in terms of technological advances—makes it essential that many adult employed workers upgrade their vocational skills. The community college—if it is to really serve the community—must join forces with the business/labor/industry/government community in meeting such needs.

Third, perhaps the largest challenge for change facing the occupational education segment of the community college is that of utilizing better—and more fully—available community resources. The current, immediate need to join forces with CETA prime sponsors to implement provisions of the recently enacted Youth Employment Demonstration Projects Act of 1977 is only one example that could be used here. It is my sincere hope that, as community colleges become involved in implementation of this legislation, they do so primarily because of recognizing their broader responsibilities—not just because more Federal funds will be available to them. A more continuing—and generic—need is that of utilizing the physical and personnel resources of the business/labor/industry/professional/government community both in providing students with work experience opportunities and with opportunities for acquiring specific vocational skills over and beyond those available on the community college campus. The "college without walls" concept is one that seems to me to hold especially serious and important implications for the occupational education segment of the community college.

In making this plea for greater community utilization on the part of those in occupational education, I hope it is clear that this same need exists with respect to those in liberal arts education on the community college campus. The community itself represents a valuable resource for expanding the degree to which the community college can better meet the needs of all its students without greatly increasing its budget. The word "community" deserves at least equal emphasis as the word "college" in the community college movement.

The career education concept calls for extending the meaning of the goal of education as preparation for work beyond that of simply supplying some students with specific entry-level vocational skills. In these times, it is

imperative that this goal also encompass attention to providing students with: (a) a personally meaningful set of work values useful in their total lifestyle; (b) the skills and desire to move up in the occupational society once they have gained initial entry; (c) the ability to find meaningful and satisfying ways of finding work in their productive use of leisure time; (d) increased assistance in career development and career decisionmaking—including self-understanding and understandings of the basic economics of the free enterprise system in addition to the traditional emphasis on pure occupational information; and (e) a recognition of the importance and value of lifelong learning.

The career education concept is one which, to me, could serve as a unifying vehicle for merging the interests and concerns of the liberal arts education faculty, the occupational education faculty, and the continuing education faculty in ways that will enable them to work together in the best interests of the total student body. It is an approach to educational change that, to me, is in keeping with both the spirit and the needs of the time.

COOPERATIVE EDUCATION, WORK EXPERIENCE EDUCATION, AND CAREER EDUCATION: WHERE DO WE GO FROM HERE?

Two years ago, before this group, I presented a rationale and a plea for closer working relationships among cooperative education, work experience education, and career education.[1] In doing so, I tried to point out that the total spectrum of cooperative and work experience education extends far beyond simply the career education effort and that, similarly, career education involves much more than cooperative and work experience education. At the same time, I emphasized that, to the extent all are recognized as parts of an education system for all of the children of all the people, cooperative education, work experience education, and career education share a common rationale for existence. Today, I am more convinced than ever that this is so. This is obviously a personal bias on my part and one that must be seriously questioned by professionals in cooperative and work experience education.

Rather than continue to plead for closer relationships between cooperative education, work experience education, and career education, it seems to me I could conceivably be both more fair and more helpful if I share with you some thoughts regarding possible major alternatives that now appear open to the cooperative and work experience education movement. Some one or some combination of these alternatives must be adopted by cooperative and work experience educators in order to provide a solid educational rationale for the continuing existence and growth of the movement. That is, in these times of tight financial restrictions on American education, each part of education is faced with demands that it justify expenditure of educational dollars. Cooperative and work experience education is no exception.

I am basically referring to alternative strategies available to cooperative and work experience education for marketing this movement at the secondary and postsecondary levels. My prime interest obviously is in interesting you in considering career education as one of several alternative strategies available for use. My interest is *not* in discouraging you from considering and using other strategies as well.

To accomplish this purpuse, I would like to first briefly outline what seems to me to represent several available basic strategies for use in convincing educational decisionmakers, students, and members of the business/labor/industry community of the worth of cooperative and vocational education. Second, I would like to outline, in somewhat greater detail, a broader strategy

that could be used if desired. Finally, I would like to conclude with a few comments regarding the future of cooperative and work experience education.

Possible Strategies for Marketing Cooperative and Work Experience Education

Three audiences; namely (a) educational decisionmakers; (b) students; and (c) the business/labor/industry community must be convinced of the worth of these programs. Any given strategy must appeal to all three. Given this assumption, the following strategies appear available for use.

Strategy 1: Cooperative and work experience education increase school holding power. To use this strategy, of course, is to concentrate attention on those who are most likely to leave educational institutions unless provided opportunities to participate in cooperative and/or work experience education. The most obvious current use of this strategy is seen in P.L. 95-93—THE YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT OF 1977. Title II, Subpart 1, of that law has already had appropriated $115.0 million for a massive experiment designed to ascertain the extent to which providing economically disadvantaged secondary school age youth with paid work experience will motivate those in school to remain until graduation and those now out of school to return to secondary schools. Assuming this experiment produces positive results in the six major urban areas where it is being conducted, it could be expected that considerably more funds could be made available to operate such programs. It is a strategy that, with the current great social concern about youth employment and unemployment, could generate considerable societal support for cooperative and work experience education. If successful at the secondary school level for work experience programs, it could easily be expanded to the postsecondary level.

Strategy 2: Cooperative and work experience programs are a special brand of vocational and occupational education. P.L. 94-482—THE VOCATIONAL EDUCATION AMENDMENTS OF 1976—utilizes this strategy, in part, in providing for both cooperative and work experience program efforts. The basic notion is to picture both work experience and cooperative education as forms of experiential learning that, for some students, is both more appealing and more productive than traditional vocational education offerings. As an alternative means of acquiring entry-level vocational skills, this is a strategy that could be rather easily defended both in terms of its need and its demonstrated effectiveness. It would, of course, be designed only for a portion of the student body.

Strategy 3: Cooperative and work experience programs provide students with experiences and motivations that lead to increased academic achievement. This, of course, has been part of the rationale for cooperative education at the postsecondary school level almost from the beginning. Some of the most

dramatic evidences of success for collegiate cooperative education programs have been found in the academic gains registered by participating students. It is a strategy built around assumptions of helping students learn about work and about education/work relationships as means of encouraging increased academic achievement. While apparently demonstrated, if not proven, at the collegiate level, this strategy does not appear to have been used much at the secondary school level. It is a strategy that could be used as a rationale for offering cooperative and work experience opportunities to *all* students. It has not appeared to work, at any level of education, to accomplish this objective—with the exception of a very small number of higher education institutions.

Strategy 4: Cooperative and work experience programs provide students with opportunities for career awareness, exploration, and decisionmaking. P.L. 95-207, THE CAREER EDUCATION INCENTIVE ACT OF 1977 uses this strategy in making work experience opportunities specifically available in Section 8(a)(3)(D) of that law. Rather than concentrating either on helping students acquire specific entry-level vocational skills or on increasing employer productivity, the kinds of work experience called for under this act concentrate attention on helping youth in the broad career decisionmaking process and on making work a more meaningful part of their total lifestyle. Again, it is a strategy that could be easily and logically applied to all students at both the secondary and postsecondary levels. Except for the far western portion of the United States, it is not a strategy that appears to have been either adopted or seriously considered by cooperative and work experience professionals. It was this strategy that I was essentially pleading for when I addressed this group two years ago.

The Concept of Collaboration: A Bridging Strategy

Let us turn now from specific strategies available for use in marketing cooperative and work experience programs to broader strategy considerations. I am becoming increasingly convinced that all of us who are committed to bringing a more appropriate and proper emphasis to the goal of education as preparation for work can best do so by joining forces in promoting the concept of collaboration as an avenue of basic educational change. By "all of us," I include many academic educators, administrators, members of educational governing bodies, and many of the general public as well as most of those in vocational, cooperative, work experience, and career education. My basic thesis is that our individual program efforts will gain most if we join forces in promoting the concept of collaboration.

My thoughts in this area have been motivated by remarks of participants in three recent "mini-conferences" I have conducted around the topic of "The

Concept of Collaboration in Career Education." Participants included some leading educational conceptualizers, representatives from the business/labor/industry community, and a number of K-12 career education coordinators. They jointly defined "collaboration" as follows:

> The term 'collaboration,' when applied to American education, is defined here as a process involving shared commitment, responsibility, and authority between the formal system of education and various segments of the broader community for meeting identified learner needs.

When used in connection with attaining the goal of education as preparation for work, the concept of collaboration is as applicable to vocational, cooperative, and work experience education as it is to career education. In the sense of placing a share of the responsibility for program success and authority with the broader community, it is of equal concern to all of us. I would like here to summarize the perceived advantages of collaboration participants saw for students, for educators, and for the business/labor/industry community when applied to the goal of education as preparation for work. My purpose in doing so is to illustrate that these advantages can be applied to all parts of education concerned with this goal. First, in terms of benefits accruing to students, participants listed the following student learner outcomes that they believe could be attained *better* (note: note *exclusively*) through collaborative efforts:

1. A better understanding of the interdependence of occupations;
2. A more diversified set of opportunities for career exploration;
3. Improved attitudes toward work as a valuable part of society;
4. A better understanding and appreciation of relationships between work and total lifestyle patterns;
5. Improved ability to communicate effectively with adult workers;
6. An increased motivation to learn subject matter taught in schools;
7. A more complete and realistic understanding of how a business organization operates;
8. An increased understanding and appreciation of the private enterprise system;
9. A better understanding of ways in which their personal skills and abilities relate to the community's need for workers;

10. A better understanding of the concept of competition in the labor market and stimulation to compete for jobs in the labor market;

11. A better understanding of the variety of career paths followed by adult workers during their working life;

12. An opportunity to use adult workers as role models for career decisionmaking.

Second, participants saw the following benefits for educators if the concept of collaboration is used in implementing career education efforts:

1. Increased effectiveness of students in making the transition from school to work may result in greater community support for education.

2. Working with the community can help education better understand and respond to community needs.

3. A collaborative effort can increase public understanding, acceptance, endorsement of the goals of education.

4. A collaborative effort can help members of the broader community gain a greater understanding and appreciation of problems faced by educators.

5. Using community resources in a collaborative effort can help education increase its effectiveness without asking for large budget increases.

6. Increased understanding of the occupational society gained through a collaborative effort will provide educators with knowledge and insights useful in better motivating students to learn.

7. The use of community resources can provide variety in the teaching/learning process thus making teaching more meaningful to teachers and learning more meaningful to students.

8. A community collaborative effort can provide those educators desiring to become employed in the business/labor/industry community with knowledge and contacts that will be helpful to them.

Third, participants saw the following as benefits accruing to the business/labor/industry community through a collaborative career education effort:

1. A reduction in alienation of education toward the nature and goals of the business/labor/industry community;

2. An increase in the quality of youth seeking to enter the occupational society;

3. Public relations benefits through helping both educators and students better understand the social need and desirability for your business.

4. Opportunities for the business/labor/industry community to tell its side of the story without the message being "filtered" through educators who themselves do not understand the private enterprise system.

5. The potential cost benefit ratios resulting from prospects of fewer school-alienated youths, unemployed dropouts, maintenance costs for juvenile delinquents, etc., makes a collaborative career education effort a good investment for business and industry.

6. A collaborative effort is a good means of encouraging volunteerism aimed at better lifestyles for employees.

7. A collaborative career education effort can help a given business get its message across to teachers and students whereas, without this, difficulties in gaining entrance to schools are often encountered.

8. Youth are future voters, stockholders, and employees. It's good business to pay attention to them.

My prime reason for sharing these rather long lists with you is that, almost without exception, they apply equally as well to vocational, cooperative, and work experience educators as they do to those in career education. Each of you might add a few to this list and eliminate some now on it, but, if you did, my prediction is that your basic lists would be very similar.

Each of us, whether we be in vocational, cooperative, work experience, or career education, share a common sense of basic purpose in our efforts to: (a) bring a more proper and appropriate emphasis to the goal of education as preparation for work to American education; and (b) involve the broader community in attaining this goal. None of us can hope to be successful without the support and backing of both educational decisionmakers and members of the business/labor/industry community. The concept of collaboration represents a direction for basic education change that is appropriate for all of us to endorse. It is vital to the success of our individual efforts in meeting student needs. It is a way of drawing us together without getting involved in "turfmanship" problems. I think it is a strategy worth trying.

To talk about the concept of collaboration should hardly be new to those in cooperative and work experience education. That is, you represent that part of education who *invented* the concept of collaboration that others today seem so anxious to emulate. Similarly, to talk about the goal of education as

preparation for work as extending considerably beyond providing students with specific entry-level vocational skills is a crusade that has been championed by cooperative and work experience education for years. So, too, has the notion of recognizing the advantages of experiential education in attaining the goal of education as preparation for work at both the secondary and at the postsecondary levels of education. In each of these ways, cooperative and work experience education have been on the leading edge of basic educational change. Yet, as basic change agents in American education, these two areas have never exerted firm educational leadership. Instead, they appear to me to have existed as relatively small parts of vocational and occupational education.

Today, both cooperative and work experience education have suddenly been recognized by a variety of kinds of Federal legislation as promising efforts that should be included in the broader program emphases called for by such legislation. An immediately practical problem is knowing how to prioritize these multiple demands and how to adequately respond to each. The longer run problem, it seems to me, is for occupational and work experience educators to accept responsibility as leaders of basic educational change under the banner of collaboration.

It is, it seems to me, time for cooperative and work experience education to emerge as significant educational influences in their own right. If and when you do so, you will fund multiple opportunities to work, at both the K-12 and at the postsecondary levels, with a wide variety of academic disciplines as well as with both vocational education and career education. This, it seems to me, is your destiny. I can only hope it becomes a goal that you set about to implement.

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